

# *Historical Perspective*

In 1993, the State Board of Education directed that standards be developed and established the Task Force on Learning Results. Therefore, from August 1993 to December 1995, teacher summits were convened to draft Maine's learning results.

In February 1996, the first draft was presented to the legislature. In April, this draft was amended and passed into legislation with directions for further development of the learning results.

In June 1996, a Critical Review Committee was established to redraft the learning results. This new draft was distributed widely for review and comment. Another draft was prepared in October 1996 and distributed in November and December of 1996 as part of statewide public hearings.

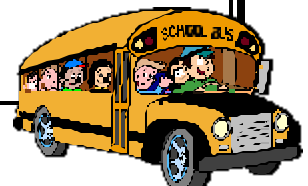
In January 1997, the State Board of Education approved this final draft as Maine's *Learning Results* and sent it to the legislature for their approval.

Maine's *Learning Results* are to be fully implemented for all students for the 2002-03 school year. However, the legislature allowed for waiving the implementation date for Career Preparation, Modern and Classical Languages and Visual and Performing Arts where school administrative units lacked the resources to implement these three content areas.

Be that as it may, the expectation is that all content areas will be implemented for all students and the Maine Department of Education is working to ensure that this happens as soon as possible. Toward this end, the Maine Department of Education is promoting the use of the Career Preparation Guide. This Guide is a work in progress and will be used as a tool for developing Career Preparation tasks and rubrics for use as part of school and district assessment of Career Preparation for all students Pre K-12.

But, how did Career Preparation come to be?

**Career Preparation  
Maine Educational Assessment Pilot Project**



**Career Preparation** was developed (at the teacher summits) by a group of educators representing elementary and secondary education. They included guidance counselors, career guidance personnel, home economics teachers, business education teachers, technology education teachers, technology teachers, vocational educators, early elementary/elementary teachers, and members of the University of Southern Maine's Department of Technology, the Maine Occupational Information Coordinating Committee, the Maine Advisory Council on Vocational Education, and the Maine Department of Education.

The Career Preparation standards and performance indicators are a reflection of the critical content these educators identified based on the domains and sub-domains applicable to their discipline. The basic idea was not to develop something new, but to identify best practice currently found in Maine's public schools which lend themselves to the career and life skills necessary for students to become productive and involved citizens.

The table (on the following page) contains the domains and sub-domains identified as essential building blocks for the Career Preparation content area. The inclusion of these domains does not imply that Career Preparation is or should be a stand alone content area any more than the other seven. What is intended is that all eight content areas be delivered in as integrated a manner as possible. Therefore, educators are asked to:

1. Look at what educational programs are currently offered to students to identify whether critical content necessary to achieving the State of Maine Learning Results are missing;
2. Identify methods of assessment which will validate student achievement of the performance indicators; and
3. Develop a systems approach to communicating student achievement to all concerned parties to avoid the need for students to demonstrate achievement already attained.

<b>DOMAINS</b>	<b>SUB-DOMAINS</b>
<b>Technological Literacy</b>	Impact of Technology
	Evolution of Technology
	Technological Systems
<b>Family, Work and Community</b>	Managing work and family
	Parenting
	Individual and family resource management
	Family dynamics
	Family and community
	Family nutrition
<b>Personal Development</b>	Self-knowledge
	Self-management
	Work values, habits, and ethics
<b>Career Development</b>	Awareness
	Exploration
	Decision making/planning
	Employability skills
	Relationship of education to work